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ABSTRACT

This handbook offers school districts a suggested framework for planning the implementation of a sex education program with minimal funds, using existing teachers, and building on existing support among parents, students, faculty, and administrators. In the first section of the guide, the planning and implementation process is briefly described, clarified by a chart which suggests a timeline for implementation. Sections 2 through 6 cover the following topics: assessment of readiness for development of a sex-education curriculum; building community involvement and parental support; building administrative involvement and support; developing an effective and acceptable curriculum (sex education matrix); and teacher selection and training. Appendixes include the following materials: a sex education survey; the Arizona State Board of Education Rule; a sample parental consent form; sex education resource materials; and sample questions for evaluating a sex education program. (JD)

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GUIDELINES FOR IMPLEMENTATION OF SEX-EDUCATION PROGRAMS

A Handbook for Arizona School Districts

Prepared By
THE SEX EDUCATION ADVISORY COUNCIL
May 1988

Funded by:
Arizona Chapter of The Academy of Pediatrics
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SP 032 749

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PREFACE

SEX-EDUCATION ADVISORY COUNCIL (SEAC)

SEX-EDUCATION ADVISORY COUNCIL (SEAC)

The Sex-Education Advisory Council (SEAC) was created for the following purposes:

1. *To publish a handbook of guidelines to aid Arizona school districts in establishing their own sex-education curriculum.*

2. *To provide resources including curricula currently approved by the State Board of Education, as well as a sampling of exemplary curricula from across the United States.*

3. *To provide technical assistance through a council of experts who are available as advisors to school districts developing their own sex-education programs.*

BACKGROUND

Over the last several years, school districts have identified a growing need to include sex-education as part of their normal course of study. School districts are seeing their young people becoming anxious about their maturing bodies and about their changing relationships with their families and with members of the opposite sex. Many of these young people feel vulnerable and succumb to exploitation or peer pressure to engage in sexual activity - activity that may result in pregnancy or in considerable personal dissatisfaction and guilt.

Of course the soundest sex education normally occurs in a home where the parents themselves are mature and well adjusted in their attitudes toward sex, and where the questions children ask are answered simply and naturally. In spite of good intentions, however, many parents do not know how to approach the subject or how to guide children during this period of adjustment. These parents may not feel qualified because they have not received the proper information themselves and do not know the terminology needed in order to give information to their children. In some cases, parents are too uncomfortable to speak frankly with their children about sex.

To support parents in their efforts to provide sex-education for their children, and to support he children themselves, school districts are asking for help in developing high-quality, comprehensive sex-education programs for students and their families. School districts want these programs to increase knowledge about sexuality; to facilitate insight into personal, familial, religious, and social values; to improve decision-making and communication skills; to enhance self-esteem; to reduce sexual exploitation; and to reduce sexually transmitted diseases and unintended pregnancy.

Some school districts have already developed successful sex-education programs, and these districts often are called upon to help other districts that are just beginning the process. The help is freely offered, but it requires the expenditure of considerable faculty and staff time.

The Sex-Education Advisory Council (SEAC) was formed therefore to provide some of this help — help in the form of resources, technical assistance, and this handbook. The handbook is particularly needed because the guidelines it provides for planning and implementation of sex-education programs are consistent with requirements set forth by the State Board of Education (see Appendix B: State Board of Education Rule).

In developing this handbook, SEAC took several steps to ensure that the guidelines would be useful and responsive to the needs of the school districts as well as to the requirements of the State Board of Education. For example, in 1987 a survey to assess needs and the current level of program development was distributed to all schools in the state (see Appendix A: Sex-Education Survey). Based on the needs identified by the survey, SEAC divided its members into three subcommittees: Content, Planning and Implementation, and Community Support.

SEAC members also reviewed studies of sex-education programs and found four key factors that are critical to successful implementation of sex-education programs in public schools (Wagman & Bignell, 1981 — see page 4 for the full reference):

1. *community involvement and parental support,*
2. *administrative involvement and support,*
3. *an effective and acceptable curriculum, and*
4. *teacher training with impact.*

SEAC has organized and summarized the results of the survey and the work of the subcommittees according to these four factors and has included them in this handbook.

SECTION I

OVERVIEW OF THE PLANNING AND IMPLEMENTATION PROCESS

INTRODUCTION

A sound sex-education curriculum can be provided in a variety of ways. It can be provided through the efforts of a committed administrator, parent, teacher, nurse, or counselor from within the local school district; through community agency resource people; or through community advisory committees.

This handbook offers school districts a suggested framework and tools for planning and implementing a sex-education program with minimal funds, using existing teachers and building on existing support among parents, students, faculty, and administrators.

The model combines several elements from the following sources:

1. *Wagman, E. & Bignell, S. (1981). Starting family life and sex education programs: A health agency's perspective. Journal of School Health. 51. 247-252.*

2. *Kirby, D. (1985). Sexuality education: A more realistic view of its effects. Journal of School Health. 55. 421-424.*

3. *Wagman, E., Cooper, L., & Todd, K. (1981). Family life education teacher training manual. Santa Cruz, CA: Network Publications.*

4. *Schiller, P. (1973). A creative approach to sex education and counseling. New York: Association Press.*

PLANNING AND IMPLEMENTATION PROCESS

The planning and implementation process is described briefly below. Many of the steps have been drawn with permission from the training manual cited above (Wagman, Cooper, & Todd, 1981). The remaining sections of this handbook deal with each of these steps in greater detail, and the appropriate section to turn to is indicated in each step outlined below.

1. *Assess the level of readiness of the community for developing a sex-education program (see Section II: Assessment of Readiness for Development of A Sex-Education Curriculum). This is a crucial step! You should not initiate any involvement or support activities until you have determined the community's readiness for such a program.*

2. *Develop widespread community and parental support (see Section III: Building Community Involvement and Parental Support).*

   a. *Convene a community/advisory committee representing a broad range of views (including resistant groups) and comprising parents, clergy, staff, health professionals, physicians, and other community leaders.*

      This ongoing committee generally is charged with the responsibility for defining overall program goals and approaches; reviewing, adapting, or developing curriculum materials; providing information about the program to the community at large; and attending to concerns referred by staff or parents.

   b. *Provide information about the proposed program to parents and other interested community members and incorporate feedback from them into plans for implementation (see pages 14 - 18 for ways to communicate with these groups, and Appendix B for the State Board of Education Rule).*

3. *Demonstrate school-board support (see also Section III: Building Community Involvement and Support, especially step number seven on page 17).*

   a. *Obtain school-board approval of a sex-education policy.*

   b. *Secure school-board support of teacher-training for the sex-education program, and secure funding for this training.*

   c. *Have the school board direct the administration to implement the sex-education program as recommended by the advisory committee and administration.*

4. *Develop administrative and faculty understanding and commitment (See Section IV: Building Administrative Involvement and Support).*

   a. *Involve appropriate district administrators (for example, the curriculum director and the health services coordinator) and school principals in decision-making about curriculum, scheduling, and teacher selection.*

   b. *Provide an initial orientation to all faculty at schools where sex-education will be taught, and solicit input from these faculty members too.*

5. *Write or adopt curriculum materials consistent with the State Board of Education Rule, taking into consideration the approaches developed by the advisory committee (see Section V: Developing an Effective Curriculum).*

6. *Select appropriate sex-education teachers who are committed to the importance of sex education, have good rapport with their students, and are well respected by parents and others in the community. (see Section VI: Teacher Selection and Training). These teachers should be involved in scheduling and training decisions, as well as in curriculum development.*

7. *Schedule sex-education classes into the overall curriculum so that the teachers selected to be trained know in advance that the teaching of sex education has been officially approved in their district.*

Please note that activities to build community, school-board, and administrative support should occur simultaneously. The three processes (steps 2, 3, and 4 above) are described separately in these guidelines only for the purposes of clarity. Indeed, the greatest challenge to orchestrating numerous planning and implementation activities of a sex-education program is coordinating the community, administrative, faculty, and school-board involvement activities. This coordination, in conjunction with appropriate teacher training, assures support for the teaching of sex education.

Remember: *If you want to have a high-quality, broadly accepted, and ongoing sex-education program, you must give the same careful attention to the development of community, school-board, and administrative support as you give to the development of an effective curriculum and effective teacher training.*

The chart on the following page suggests a timeline for planning the implementation of a sex-education program. It demonstrates the relation between support/involvement and training activities.

The timeline is based on the following conditions:

1. *A minimum period of four to nine months prior to teacher training to be used for community, administrative, and board involvement and curriculum writing.*

2. *A minimum six weeks to two months of planning time prior to teacher training.*

3. *A minimum training program of 25-30 hours for new sex-education teachers.*

4. *A maximum lapse of two [illegible] to one month between the training program and implementation of the sex [illegible]on program.*

5. *A minimum follow-up training program of three hours, to occur immediately after teachers have taught the sex-education program for the first time.*

SEX-EDUCATION PROGRAM IMPLEMENTATION TIMELINE

	MONTHS															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
ROGRAM DEVELOPMENT (4 - 9 Months)																
Assess level of readiness	x															
Develop community involvement and parental support			x	x	x	x	x	x	x							
Develop school-board involvement and support			x	x	x	x	x	x	x							
Develop administrative/faculty involvement and support		x	x	x	x	x	x	x	x							
Write or adapt curriculum materials					x	x	x	x	x							
Select teachers							x	x	x							
Schedule classes into curriculum								x	x							
LANNING AND TEACHER TRAINING (4 Months)																
Planning and making arrangements																
a. Advertise training										x						
b. Perform needs assessment										x						
c. Formulate teacher-performance objectivities										x	x					
d. Design training program										x	x					
Training Program																
a. Conduct training											x	x	x			
b. Evaluate training												x	x			
ROGRAM IMPLEMENTATION (3 Months)																
Teach sex-education classes														x		
Evaluate sex-education classes															x	x
Follow-up training of teachers															x	x

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SECTION II

ASSESSMENT OF READINESS FOR DEVELOPMENT OF A SEX-EDUCATION CURRICULUM

ASSESSMENT OF READINESS FOR DEVELOPMENT OF A SEX-EDUCATION CURRICULUM

Because of the sensitive nature of sex-education, it is extremely important to determine the feasibility of developing the support necessary for successful implementation. An assessment tool has been developed for this purpose and is presented on the next few pages. It can be used by an individual change agent (i.e., teacher, nurse, etc.), an advisory committee, or community agency resource people. It will provide information to help focus on where to begin and with whom.

The process for building administrative and community support and involvement should begin only after careful assessment and determination of readiness for development of a sex-education curriculum. If there are too many unknown factors to make a careful assessment, attempts should be made to gather the needed information. If the information cannot be obtained or there are too many other inhibitors, it may be necessary to wait for a more auspicious time. The process should be halted rather than risk losing completely any future opportunity.

Although this assessment is the first step in the planning and implementation process, it should be repeated periodically throughout the entire sequence of events.

SEX-EDUCATION READINESS ASSESSMENT TOOL

1. ***ASSESS THE LEVEL OF INTEREST AND NEED FOR THE CURRICULUM***

   a. *Have individual teachers, parents, students, or local school-board members requested a curriculum and can you document the interest/need?*

   b. *Is there any attention or support within the community, and what kind?*

   c. *Are any other groups working on the problem or related aspects?*

   d. *What are the reasons that individuals give for wanting the curriculum?*

2. ***BE FAMILIAR WITH STATE MANDATES AND/OR LOCAL SCHOOL DISTRICT RESTRICTIONS***

   a. *Do you know the federal laws?*

   b. *Are you familiar with the State Board of Education Rule?*

   c. *Do you know the policies within your school district?*

   d. *Are you familiar with programs in other school districts?*

   e. *Have you considered developing a school district policy statement?*

3. ***ASSESS THE STRENGTH OF THE ORGANIZATION TO SUPPORT THE PLANNING EFFORT***

   a. *In what areas does the school system operate effectively and cohesively?*

   b. *What communication links exist among the following?*

      (1) Local school board
      (2) Local school district
      (3) State Board of Education
      (4) Key community agencies
      (5) Parent groups
      (6) Individual schools

   c. *Are any changes/problems to be expected?*

      (1) Crises pending?
      (2) Changes in administration?
      (3) Changes with key teachers or other critical personnel?
      (4) Critical programs being undertaken?
      (5) Labor problems?
      (6) Unresolved communication problems?

   d. *Who is available to plan/deliver the program (number, training, orientation)?*

   e. *What is the relationship between parents/students and the school?*

4. *ASSESS THE PLANNING RESOURCES AVAILABLE*

   a. *Do individuals have skills with program planning?*

   b. *Has anyone in your school/school district successfully put together a curriculum?*

   c. *Do you talk the same language?*

   d. *Do people state that they are committed to the curriculum?*

5. *OTHER QUESTIONS FOR THE "CATALYST/CHANGE AGENT" TO CONSIDER*

   a. *Are you new to the agency?*

   b. *Are you new to the school?*

   c. *Are you new to the community?*

   d. *Are you familiar with internal norms of school/community?*

   e. *Are you familiar with internal social networks?*

   g. *Do you have credibility with the group with which you are working?*

   g. *How much influence do you have within your agency/school?*

SECTION III

BUILDING COMMUNITY INVOLVEMENT AND PARENTAL SUPPORT

BUILDING COMMUNITY INVOLVEMENT AND PARENTAL SUPPORT

Listed below is a sequential step-by-step process for facilitating parental input and building community support.

The following steps should be taken after making a careful initial determination that the community is ready for the development of a sex-education curriculum. (See Section II: Assessment of Readiness for Development of A Sex-Education Curriculum).

1. *Gain support from the highest level of authority within the organization. Be sure to include parent leaders.*

2. *Form a small planning committee to develop the initial plan and the time frame. Be sure to take some time to identify who should be on the planning team and why. Include the following steps in your planning:*

   a. *Identify the target population: for example, K-12, 5-8, etc.*

   b. *Identify persons/groups who must accept and/or approve the plan. Determine the receptiveness of the community, especially the parents. If you feel there will be strong opposition, have informed professionals meet with those opposed to answer questions and overcome anxieties.*

   c. *Anticipate any problems/barriers that prevent implementation of the plan and develop possible strategies to deal with them. Also, develop alternative contingency plans.*

   d. *Describe the expected outcomes.*

   e. *Identify observable factors by which to measure these outcomes.*

   f. *Establish a time frame.*

3. *Establish an advisory committee that is representative of appropriate community (or organization) components and that is officially sanctioned and recognized by the local school board. This group should be chaired by an influential community leader who has the ability to establish and maintain an environment of broad community support.*

   a. *This committee can take a variety of forms but minimally should include parents, teachers, counselors, school administrators, clergy, and school nurses.*

   b. *The purpose of the committee is to advise professional personnel about the sex-education program and support them in developing the program, including its curriculum, philosophy, concepts, and approaches.*

   c. *The committee spearheads parent/community meetings to explain the purpose of sex-education and why it should exist within the school.*

      (1) *Parent meetings are critical to help ensure approval by the local school board.*

      (2) *The committee must be sure to give all meeting attendees a chance to gather in small groups to discuss their feelings.*

(3) *After each meeting the committee should distribute a questionnaire to determine feelings about sex education. The attendees should be asked about content and approaches. If the results show general satisfaction, the additional steps outlined below can be followed. If not, more groundwork is needed.*

4. *Recruit technical experts to help in planning the sex-education curriculum (see Section V: Developing An Effective Curriculum) using information developed by the advisory committee in the parent and community meetings. The Arizona Rule (see Appendix B: The State Board of Education Rule) requires that school districts offer a program alternative simultaneously with any sex-education program. The lessons in the alternative program must be taken from the state-adopted optional subjects list (see Appendix B: State Board of Education Rule R7-2-301 Curriculum Requirements and Special Programs).*

5. *After the advisory committee has approved the curriculum, obtain broad community input/support, including that of school administration. There are a variety of approaches that can be used to obtain community and school administrative support (see Section III: Building Administrative Support). But whatever methods you use, be sure to gain acceptance by parents, school administrators, and prominent community leaders before soliciting the approval of the local school board. Some good ways of communicating with parent and community groups include the following:*

   a. *Parent-information meetings (these meetings can be one-night presentations or can extend over several evenings).*

      (1) *Have the principal of the school introduce the teacher or teachers who will be teaching the sex-education classes. These teachers then should make the actual presentation to the parents.*

      (2) *The presentation should include the following:*

         (a) *A summary of each of the lessons.*
         (b) *Films/videos that will be used in the curriculum, either for full viewing or for previewing.*
         (c) *A description of the alternate program to be offered at the same time as the sex-education program.*
         (d) *A question-and-answer period.*

   b. *Articles in school newsletters or in school-district newsletters.*

   c. *Presentations at regularly scheduled meetings of the P.T.O., civic organizations, and other concerned groups.*

   d. *Individual meetings with key parent and community leaders.*

   e. *Mailings containing details of the curriculum.*

   f. *Sex-education classes for parents.*

   g. *Invitations to key parent and community leaders to attend teacher-training sessions.*

6. *Prepare effective strategies to help ensure positive reactions to the curriculum. These strategies could include the following:*

   a. *Document your support for the program, including statements and letters from all committees and individuals who have approved the program.*

   b. *Develop procedures to maximize the effectiveness of your meetings.*

   c. *Make sure a procedure has been established for handling parental suggestions and concerns. Refer these concerns to someone who knows how, has time to listen, and will ensure that all concerns will be taken into consideration.*

   d. *Be sure to include media representatives in the development of the curriculum so that they understand the need and intent of the curriculum. The ideal situation is to recruit an advisory-committee member who already has interacted effectively with the local media.*

7. *Obtain the approval of your local school board. Prior to a meeting of the local school board, a member of the parent committee should accompany school-district staff to make personal contact with individual board members. The purpose of these "briefing" meetings is to explain both the curriculum and the process for developing the curriculum.*

8. *Publicize and hold at least two public hearings to hear parental and other community views about the desirability of a sex-education curriculum. Have copies of the proposed curriculum available for review at the hearing. (Public hearings are required by the State Board of Education Rule - see Appendix B.) Do not hold this meeting, however, until you have obtained approval of the program from your local school board and until you have held some preliminary parent-information meetings as described in 5a above. Parents who have attended these preliminary meetings can be helpful in explaining the proposed program at the public hearing.*

9. *Have the parents sign a parent-consent form and return it to the school to enable their children to participate in the sex-education program (this is a requirement of the State Board of Education Rule - see Appendix B). Make this form available at the parent-information meetings described in 5a above. Remember that the school must offer an alternative program, and this alternative must be indicated on the form. See Appendix C for a sample parent-consent form.*

10. *Develop an approved local school-board policy that endorses the teaching of sex education.*

11. *Begin teacher selection and training (see Section VI: Teacher Selection and Training.)*

12. *Offer parent education and education for community groups at the same time as the basic student sex-education program. This will help ensure that everyone is involved and will promote understanding of the program goals.*

13. *Establish a monitoring committee for both the sex-education program and the alternative educational program.*

    a. *This responsibility could be assumed by the advisory committee or by a separate monitoring subcommittee.*

    b. *Functions of the monitoring committee could include:*

        (1) *Ensuring continuous evaluation of teachers.*
        (2) *Reviewing and updating materials used in the program.*
        (3) *Recommending curriculum changes for school-board or administrative action following review and evaluation.*

SECTION IV

BUILDING ADMINISTRATIVE INVOLVEMENT AND SUPPORT

ADMINISTRATIVE INVOLVEMENT AND SUPPORT

Regardless of the amount of community support, unless the school administration is solidly behind a program, its chance for successful and continued implementation will remain low. To be most effective, the process for developing administrative support must occur simultaneously with the preceding process of developing parental and community support. The following are recommended steps in building administrative support:

1. *Even the most supportive administrator may have concerns about developing and implementing a sex-education curriculum. Be prepared with a plan that responds to these concerns. The three most common are conflict with personal beliefs; community consent; and practical problems related to teacher selection/training and curriculum scheduling.*

2. *Give examples of schools and names of specific administrators who have successfully implemented similar programs.*

   Provide evidence of student need and parental support.

   To diminish concerns regarding faculty resistance, devote at least one faculty meeting to a discussion of curriculum goals, approach, and overview of content. Provide an opportunity for faculty to ask questions of the teachers who have been trained to implement the curriculum.

3. *Find a supportive school administrator with whom to begin discussions.*

4. *Include community members, parents, and/or school-district personnel in the preliminary discussions with the administrator.*

5. *Provide information and documentation to demonstrate the support for sex education from parents, religious denominations, and medical and educational organizations.*

6. *Provide information about the positive impact of a sex-education curriculum. Prepare a fact sheet for this purpose.*

7. *Present a well-thought-out "package" to expedite the time involved for an administrator's review. Point out tasks which can be delegated to parents, teachers, school nurses, and community health educators.*

   Develop this "package" so that implementation can occur with minimal additional funds.

SECTION V

DEVELOPING AN EFFECTIVE SEX-EDUCATION CURRICULUM

DEVELOPING AN EFFECTIVE SEX-EDUCATION CURRICULUM

Do not begin to develop the curriculum until you have a sufficient level of administrative and community support to allow the advisory committee to initiate the development process in an efficient and timely manner. If you incorporate parental/community/student/faculty feedback, you will increase the likelihood that the local school board will approve the program.

When planning the content and sequence of the sex-education program, keep in mind the following general guidelines.

1. *The State Board of Education requires strict adherence to the provisions of the State Board of Education Rule (see Appendix B: State Board of Education Rule.)*

2. *All sex-education curriculum must provide adequate structure and sufficient guidelines to enable teachers to make correct decisions about what is and is not acceptable to their local school boards and communities. It is therefore important to follow the recommendations of the local district's parents, teachers, and administrators through a representative advisory committee (see Sections III and IV).*

3. *The major components of any curriculum should include:*

   a. *enhancement of self-esteem;*
   b. *respect for family values;*
   c. *development of decision-making, refusal, and communication skills;*
   d. *provision of factual information.*

   The specific content areas should be based on the grade levels and ages of the students who will be included in the program. These content areas should be discussed and agreed upon by the advisory committee (see Sections III and IV).

   The content areas presented in this handbook are suggestions only and are not intended to be construed as curriculum requirements. The results of the sex-education survey confirm the opinion of most sex-education experts that the most effective sex-education programs are comprehensive and extend from kindergarten through 8th grade. Consequently, suggested content for each grade level is presented in the following matrix.

4. *Underlying the approach to any sex-education curriculum should be:*

   a. *respect for parental and religious values;*
   b. *support for the non-sexually active students (abstinence);*
   c. *respect for the diversity of societal values;*
   d. *communication between parents and students; and*
   e. *discussion and clarification of appropriate vocabulary for classroom use.*

5. *Consideration should also be given to the relative mobility of the target population of students. Whether students are fairly stable or transient from year to year will influence when and how often the content of the program should be repeated.*

There are four content areas suggested for incorporation into any sex-education curriculum:

1. *Family Life: - this area focuses on:*

   a. *components of family systems, including family relations, parenting, and individual family roles;*
   b. *human reproduction, including information on labor and delivery, fetal/infant development, and prevention of pregnancy.*

2. *Physical Growth and Development: - this area provides information on male and female physical development.*

3. *Emotional and Social Growth and Development: - this area focuses on psycho-social development and relations with others, including decision making and social-cultural pressures.*

4. *Personal Safety: - this area focuses on preventing abuse or assault and provides information on the risks of sexually transmitted diseases.*

The following matrix suggests content by grade for each of these areas and indicates appropriate time allotments for each lesson. Where some content logically falls into more than one of the four areas, this content is repeated in all of the relevant columns of the matrix.

The suggestions assume a moderate amount of transience in student populations; therefore, some topics are repeated by grade with expansion and variation. Furthermore, because of the importance of physical growth and development during the sixth, seventh, and eighth grades, much of that content is repeated and expanded throughout all three of those grade levels.

Finally, content topics are offered for sexually transmitted diseases, especially AIDS, and for education of personal safety, in order to provide further assistance to school districts in curriculum development for these particular areas. You may decide, however, that these topics are better included in other areas of the district's educational curriculum, such as in health or science classes. Before deciding, you may want to obtain a copy of the K-12 AIDS Education Program (1988) developed by the Arizona Department of Education and the Department of Health Services.

X-EDUCATION: Suggested Content by Grade *

GRADE	FAMILY LIFE	PHYSICAL	EMOTIONAL/SOCIAL	PERSONAL SAFETY
Kindergarten	1. Various types of families 2. Individual's role in family life 3. Brothers and sisters 4. Cooperation 5. Job(s) of parents	1. Male and female similarities and differences 2. Correct location and terms for body parts 3. Sex roles, stereotypes	1. Self-esteem 2. Self-concept 3. Communications: a. friends and those who are not b. relationships with adults 4. Feelings	1. General safety rules 2. Good and bad touches 3. Touch/sexual abuse 4. Whom to tell/when to tell/privacy
One	1. Cooperation 2. Job(s) of parents 3. Communications, in and outside of family 4. Talking to others 5. Where babies come from 6. Basic needs of babies 7. How babies change family life	1. How you look 2. External body parts and functions 3. Special qualities that make you unique 4. Need for privacy	1. Self-concept 2. Managing feelings 3. Developing friendships 4. Good and bad touches 5. Secrets to tell	1. Safety support systems 2. Safe and unsafe requests 3. Self-esteem and assertiveness 4. Good and bad touches 5. Secrets to tell 6. Never your fault
Two	1. Types of families in the community 2. Working together in a family 3. Adding/changing family members	1. Growing up means more than getting bigger 2. Changes in appearance and abilities of baby, child, adult	1. Feelings - yours and others 2. Other body language 3. Responsibility 4. Sex-stereotyped expectancies 5. Respecting the property of others 6. Media pressure and advertising	1. General safety rules 2. Good and bad touches 3. Bribes and trickery 4. Assertiveness skills

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X EDUCATION: Suggested Content by Grade *

GRADE	FAMILY LIFE	PHYSICAL	EMOTIONAL/SOCIAL	PERSONAL SAFETY
hree	1. Relatives 2. Cooperation 3. Getting along with family members 4. Changes when family members leave 5. Constructive play with young siblings 6. Human reproduction	1. Internal organs of male and female reproduction 2. Human life cycle	1. Expressing anger 2. Similar abilities of male and female 3. How individuals feel about themselves 4. Steps when making decisions	1. Touch/sexual abuse 2. Whom to tell/when to tell/privacy
our	1. Traits..... Heredity 2. Characteristics 3. Mannerisms 4. Communication 5. Moving 6. Culture/traditions/ influence on methods of communications and perception 7. Fetal development	1. How males and females are formed 2. Fetal development 3. Heredity -- dominant and recessive traits	1. Seeing others positively 2. Male/female behavior 3. Sex roles 4. How to choose friends 5. Decision-making and refusal skills	1. Touch/sexual abuse 2. Whom to tell/when to tell 3. Privacy -- cultural differences 4. Personal boundaries 5 Belonging to a group 6. Sexually transmitted diseases (STD's)
ive	1. Birth order 2. Communication and parents' concerns 3. Changes 4. Family problems (e.g. alcoholism, loss of job, illness) 5. Human reproduction	1. Reproductive system 2. Puberty/menstruation 3. Changes in own sex and opposite sex	1. Changes in self 2. Characteristics you like or would like to change 3. Stereotypes 4. How behavior affects people we know 5. Interpersonal relations (with male and female; communication/ miscommunication/trust /honesty/assertiveness) 6. Evaluating advertising	1. Touch/sexual abuse 2. Whom to tell/when to tell/privacy 3. Hygiene and sexually transmitted diseases (STD's)

X-EDUCATION: Suggested Content by Grade *

GRADE	FAMILY LIFE	PHYSICAL	EMOTIONAL/SOCIAL	PERSONAL SAFETY
ix	1. Feelings and attitudes 2. All means of expressing love 3. Varying family units 4. Family rituals 5. Listening skills 6. Growth and changes in parents 7. How a baby begins, develops, and is born 8. Process of birth 9. Multiple births	1. Physical changes of puberty 2. Female reproductive system 3. Menstruation 4. Functions of the breast 5. Male reproductive system 6. Similarities and differences in growth patterns -- male/female 7. Conception and birth 8. STD's and AIDS 9. Masturbation *	1. Feelings and attitudes 2. Emotional changes and stresses of puberty 3. Self-control of sex drives 4. Love (different types and stages) 5. Mental, emotional, and social growth 6. Dealing with strong emotions 7. Choice of friends 8. Respecting (liking) oneself and others 9. Influence and relationship of parents /peers	1. Molestation 2. Sexually transmitted diseases (STD's) 3. Caution about hitchhiking
even	1. Parenting 2. Change and continuity in family roles 3. Family decisions 4. Growth of family members means growth of rights and responsibilities 5. Family disagreements 6. Fetal growth and development 7. Labor and delivery 8. Parenting	1. Anatomy and physiology 2. Similarities and differences in growth patterns -- male/female 3. Sexuality through the life span 4. Masturbation * 5. Male/female health and hygiene 6. STD's and AIDS	1. Homosexuality * 2. Decision-making, choices 3. Self-esteem 4. Sexuality through the life span 5. Media pressure and advertising 6. Setting future goals	1. Sexual abuse 2. Rape 3. Obscenity 4. Sexually transmitted diseases (STD's) 5. Developing assertiveness

X-EDUCATION: Suggested Content by Grade *

GRADE	FAMILY LIFE	PHYSICAL	EMOTIONAL/SOCIAL	PERSONAL SAFETY
Eight	1. Human sexual response 2. Sexual intercourse 3. Abstinence 4. Conception/contraception 5. Fetal growth and development 6. Labor and delivery 7. Pregnancy 8. Parent's perspectives 9. Parenting	1. Anatomy and physiology 2. Male/female body differences 3. Sexuality through the life span 4. Human sexual response 5. Sexual intercourse 6. Masturbation * 7. Male/female health and hygiene 8. STD's and AIDS	1. Male/female emotional differences (socialization and cultural differences) 2. Sexuality through the life span 3. Pregnancy alternatives 4. Decision-making and values 5. Homosexuality * 6. Media pressure and advertising	1. Rape and abuse, including date rape 2. Obscenity 3. Sexually transmitted diseases (STD's)

* The content of instruction for common schools and high schools shall be in accordance with State Board of Education Rule R7-2-303. A.3.a.

SECTION VI

TEACHER SELECTION AND TRAINING

TEACHER SELECTION AND TRAINING

Ideally, teacher selection and training are not isolated events, but the final steps in the implementation process. Preceding them should come securing administrative, school-board, faculty, and community support, and the development of an official policy which endorses the teaching of sex education.

The following information has been excerpted and adapted from the Family Life Education Manual (Wagman and Cooper, 1981) with permission from Network Publications.

Because the teacher is probably the most important factor in determining the success or failure of a program, it is important to select teachers who are effective. Several characteristics have been found that appear to be more likely to increase the probability of greater teacher effectiveness:

1. *They are knowledgeable about the content of the sex-education curriculum.*

2. *They are skilled in utilizing appropriate communication and teaching techniques.*

3. *They have personal qualities which promote the goals of sex education.*

   They:

   a. *Believe that sex education is an important and much needed curriculum offering.*

   b. *Are willing and enthusiastic about teaching this subject area.*

   c. *Believe that sexual development is an important aspect of total personality development.*

   d. *Are comfortable with discussing sexuality and topics covered.*

   e. *Understand their own personal code of ethics/values.*

   f. *Are open-minded and non-judgmental with respect to values, attitudes, beliefs, and behavior which may differ from their own.*

   g. *Are respectful of differing cultural and religious values and beliefs.*

   h. *Are committed to the rights of parents as the primary sex educators of their own children.*

   i. *Are able to relate effectively to students by being empathetic to student concerns and capable of establishing rapport.*

   j. *Are willing and motivated to teach the class and receive appropriate training that may include new information and methodologies.*

   k. *Are respected by parents, colleagues, administrators, and students.*

Since some regular classroom teachers may not be appropriate sex educators, teachers may temporarily trade classes, team teach, or alternately use the school nurse, counselor or traveling teams of specially selected teachers to teach the curriculum. However the situation is handled, it is critical for school administrators to have ample input into these alternatives if they are to be implemented.

There are two methods to use for teacher selection:

1. *Self-Selection:*

   Interested teachers self-select and then are screened by an administrator or a committee.

2. *Designation:*

   Teachers are designated by the administrator and then are allowed to self-select.

On the next page is a chart depicting the advantages and disadvantages for each selection mechanism.

SEX EDUCATION TEACHER SELECTION MECHANISMS

MECHANISM	ADVANTAGES	DISADVANTAGES	COMMENTS
I. SELF SELECTION	1. Results in only willing and motivated teachers teaching. 2. Minimizes teachers' resenting another subject imposed "from above" and keeps morale up by giving teachers control over their own assignments.	1. Some teachers may want to teach for the "wrong" reasons (meeting their needs vs. student needs). 2. Some teachers who want to teach may not be accepted by community. 3. May put administrators in the uncomfortable position of saying "no" to a faculty volunteer.	
A. Open recruitment from entire faculty.	- Same advantages as 1 & 2 above. 3. Builds faculty support for sex education by informing all teachers about the programs and including them in the selection process. 4. Generates new ideas for ways to incorporate sex education into the curriculum.	- Same disadvantages as 1-3 above. 4. Difficult to schedule curriculum so as to reach all students comprehensively and avoid duplication.	Scheduling problems may be overcome to a large degree by forming teams of trained teachers to rotate into classrooms of other teachers. However, this solution creates the problem of assigning teachers to students they don't know and with whom they must establish instant rapport.

SEX EDUCATION TEACHER SELECTION MECHANISMS

MECHANISM	ADVANTAGES	DISADVANTAGES	COMMENTS
B. Open recruitment within a selected department.	- Same advantages as 1 & 2 above. 5. Easier to schedule classes so as to reach all students comprehensively and avoid duplication.	- Same disadvantages as 1 & 3 above. 5. Some of the "best" teachers may not have the opportunity to teach (i.e., are not in the selected department). 6. May be sufficient pressure to result in teachers volunteering who do not really want to teach (the smaller the department, the more likely this is to happen). 7. May be forced to utilize less than ideal teachers especially if the department is small. 8. Department members may resent the mandate.	Non-classroom personnel (e.g., school nurse or counselor) may be used to assist teachers, especially at the beginning. One respected teacher within the department, if convinced of the need for and quality of the program, can do much to increase support among his/her colleagues.
II. DESIGNATION BY ADMINISTRATION	1. May result in involving some of the best teachers who otherwise would not have gotten involved themselves. 2. May put teaching sex education into a favorable light (i.e., it's an honor to be selected). 3. May result in fewer scheduling problems and greater administrative buy-in.	1. Teachers not allowed an option or subtly coerced, may resent assignment. 2. Some of the best teachers may be overlooked; some committed teachers may resent their exclusion. 3. May result in teachers not being committed to the process.	

Upon selection of motivated teachers, several additional steps are suggested prior to teacher training to increase its effectiveness:

1. *Distribute curriculum so that training can be directed toward a specific end, curriculum activities can be modeled, and resource materials can be previewed.*

2. *Present curriculum and schedule classes so that prospective teachers will know what is expected of them and when it is expected.*

3. *Select more than one teacher from each school to attend the training so that internal support groups can develop.*

4. *Select a district trainer or trained resource person to take a leadership role in the teacher training. This provides an ongoing resource for teachers, especially if outside "experts" are hired to do the training.*

5. *Invite advisory committee(s), parents and/or local school board representatives to participate in the training so that they can inform their constituents and increase support for the curriculum.*

TRAINING COMPONENTS:

1. ***Perform Needs Assessment***

   a. *Specify what teachers need to know or be able to do.*

   b. *Determine level of knowledge and skills prior to training.*

   c. *Determine what teachers want to gain from training.*

2. ***Write Specific Goals and Objectives for the Training***

   SAMPLE

   Goal:

   To provide teachers with the knowledge, skills, and attitudes needed to teach sex education effectively.

   a. *To incorporate in-service Sex Education Training as part of the program implementation process which includes the involvement of all groups mentioned previously, rather than as isolated events.*

   b. *To review sex-education curriculum content focusing on those areas which are of greatest interest to students and which teachers rate highest in terms of their own informational needs.*

   c. *To prepare teachers to utilize approved curriculum materials by modeling classroom approach and representative teaching activities and by discussing their appropriateness for classroom use.*

   d. *To familiarize teachers with teaching materials and speakers that have been approved for use in classrooms.*

e. *To prepare teachers to facilitate objective discussions about sensitive sex-education issues, by providing opportunities for them to reflect on their own values and by exposing them to the diversity of values that exist around these issues.*

f. *To enhance teachers' ability to support parents as the primary sexuality educators of their own children.*

g. *To enhance teachers' understanding of their role as sex-education teachers.*

h. *To build teachers' confidence in facilitating classroom discussions and communicating about human sexuality.*

3. ***Make Arrangements for the Training Program***

   a. *Schedule training and facility*

   b. *Arrange for food, accommodations, travel*

   c. *Work with co-trainers and consultants*

   d. *Organize educational materials and supplies*

   e. *Arrange for credit and release time*

4. ***Design the Training***

   a. *Construct a general plan*

   b. *Design detailed sessions*

5. ***Deliver the Training***

   a. *Facilitate learning*

   b. *Observe the process*

   c. *Request and incorporate feedback*

6. ***Evaluate***

   a. *Design evaluation instruments*

   b. *Administer pre-tests*

   c. *Administer post-tests to reassess levels of knowledge/skills after training*

   d. *Collect personal subjective responses to the training*

7. ***Provide for retraining or coaching for those whose skills need improvement***

8. ***Provide training for further self-assessment and evaluation of impact on children***

APPENDIX A

SEX-EDUCATION SURVEY

SEX-EDUCATION SURVEY

In May 1987 the Sex-Education Advisory Council (SEAC) conducted a survey of sex-education programs in Arizona schools. The purpose of the survey was threefold: to determine the status of sex education in Arizona schools, to assess strategies used to implement sex-education programs, and to assess attitudes of educators toward sex-education.

In consultation with a variety of experts and with the assistance of the Arizona Department of Education, SEAC developed a questionnaire comprising 30 items. Copies of the questionnaire were sent to all public-school principals with instructions to distribute them to appropriate staff. From the 948 questionnaires mailed out, 242 responses were received - a 26% rate of return. One district did not respond to the survey but submitted its sex-education guidelines for information purposes.

The respondents were classified into five categories: administrators, teachers, nurses, counselors, and others (e.g., social worker, psychologist, etc.). Total responses received in each of these five categories were:

1. *administrators, 113;*
2. *teachers, 48;*
3. *nurses 53;*
4. *counselors 4;*
5. *others, 9.*

Some respondents served dual roles (for example, as both administrator and teacher), and some did not identify their roles.

An analysis of the survey responses revealed the following:

1. *According to 242 respondents, 100 schools either offer or are developing a sex-education program.*

2. *The majority of sex-education programs are offered during regular school hours.*

3. *Almost one half of the respondents felt sex education should be introduced first in kindergarten.*

4. *Less than one half of the secondary students in sex-education courses receive full academic credit for taking the courses.*

5. *Three quarters of the schools that offer sex-education programs do not have special provisions for handicapped students.*

6. *Most parents (94.4%) give permission for their children to participate in elementary sex-education programs.*

7. *Most parents (98.5%) give permission for their children to participate in secondary sex-education programs.*

The analysis of the survey findings also shows that most sex education is taught by teachers, nurses, principals, and counselors - in that order. Teacher training for classroom instruction is required in 34 schools and strongly recommended by many of the other respondents. The respondents overwhelmingly support a requirement that sex-education teachers be certified and/or have credits in sex education and attend continuing-education courses. In fact, most respondents (90%) would avail themselves of paid, school-time, continuing-education courses in sex education if offered to them.

According to the respondents, it takes a school district an average of two years to develop a sex-education program. The primary planners involved in developing an initial sex-education curriculum are, in ranking order:

1. *school nurses*
2. *teachers*
3. *administrators*
4. *parents.*

The respondents agreed that the most important factors in the implementation of a sex-education curriculum are parent involvement and community support. Other important factors include availability of current educational materials; access to audiovisuals on a wide range of topics; qualified, trained teachers; and student input.

All respondents strongly supported the need for sex-education courses in school and the need for change in their school district's current sex-education program. Many suggested that a sex-education curriculum is overdue and that it should be comprehensive, start at lower grade levels, and involve more class instruction time. The need for sex-education training for teachers and nurses was strongly voiced.

APPENDIX B

STATE BOARD OF EDUCATION RULE

R7-2-303. Sex-Education

A. Instruction in sex education in the public schools of Arizona shall be offered only in conformity with the following requirements:

1. Common Schools: Nature of instruction; approval; format

a. Supplemental/elective nature of instruction. The common schools of Arizona may provide a specific elective lesson or lessons concerning sex education as a supplement to the health course of study.

i. This supplement may only be taken by the student at the written request of the individual student's parent or guardian.

ii. Alternative elective lesson(s) from the State-adopted optional subjects must be provided for students who do not enroll in elective sex education.

iii. Elective sex education lessons shall not exceed the equivalent of one class period per day for one eighth of the school year for grades K-4.

iv. Elective sex education lessons shall not exceed the equivalent of one class period per day for one quarter of the school year for grades 5-8.

b. District Board Approval. All elective sex education lesson(s) to be offered must be first approved by the local district board.

i. Each district contemplating the offering of elective sex education shall establish an advisory committee with membership representative of district size and the racial and ethnic composition of the community to assist in the development of lessons and advise the district on an ongoing basis.

ii. The district board shall review the total instructional materials for lessons presented for approval.

iii. The district board shall publicize and hold at least two public hearings for the purpose of receiving public input at least one week prior to the local board meeting at which the elective sex education lesson(s) will be considered for approval.

iv. The local board shall maintain for viewing by the public the total instructional materials to be used in approved elective sex education lessons within the district.

c. *Format of instruction.*

i. *Lessons shall be taught to boys and girls separately.*

ii. *Lessons shall be ungraded, require no homework, and any evaluation administered for the purpose of self-analysis shall not be retained or recorded by the school or the teacher in any form.*

iii. *Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values or religion.*

2. ***High Schools**: Course offering; approval; format*

a. *A course in sex education may be provided in the high schools of Arizona.*

b. *The local district governing board must review the total instructional materials and approve all lessons in the course of study to be offered in sex education.*

c. *Lessons shall not include tests, psychological inventories, surveys, or examinations containing any questions about the student's or his parents' personal beliefs or practices in sex, family life, morality, values, or religion.*

d. *Local governing boards shall maintain for viewing by the public the total instructional materials to be used in all sex education courses to be offered in high schools within the district.*

3. ***Content of Instruction**: Common Schools and High Schools*

a. *All sex education materials and instruction shall be age appropriate, recognize the needs of exceptional students, meet the needs of the district, recognize local community standards and sensitivities, shall not include the teaching of abnormal, deviate, or unusual sexual acts and practices, and shall include the following:*

i. *Emphasis upon the power of the individual to control his/her own personal behavior. Pupils shall be encouraged to base their actions on reasoning, self-discipline, sense of responsibility, self-control, and ethical considerations such as respect for self and others; and*

ii. *Instruction on how to say no to unwanted sexual advances and to resist negative peer pressure. Pupils shall be taught that it is wrong to take advantage of, or to exploit, another person.*

b. *All sex education materials and instruction which discuss sexual intercourse shall:*

i. *Stress that pupils should abstain from sexual intercourse until they are mature adults;*

ii. *Emphasize that abstinence from sexual intercourse is the only method for avoiding pregnancy that is 100 percent effective;*

iii. *Stress that sexually transmitted diseases have severe consequences and constitute a serious and widespread public health problem;*

iv. *Include a discussion of the possible emotional and psychological consequences of preadolescent and adolescent sexual intercourse and the consequences of preadolescent and adolescent pregnancy;*

v. *Promote honor and respect for monogamous heterosexual marriage; and*

vi. *Advise pupils of Arizona law pertaining to the financial responsibilities of parenting, and legal liabilities related to sexual intercourse with a minor.*

B. *Certification of Compliance.*

All districts offering a governing board-approved sex education course or lesson shall certify, under the notarized signature of both the President of the local governing board and the chief administrator of the school district, compliance with this rule except as specified in paragraph C. Acknowledgement of receipt of the compliance certification from the State Board of Education is required as a prerequisite to the initiation of instruction. Certification of Compliance shall be in a format and with such particulars as shall be specified by the Department of Education.

C. *All districts offering State Board approved sex education lessons or courses prior to the effective date of this rule shall comply with this rule on or before June 30, 1990.*

ARTICLE 3.
CURRICULUM REQUIREMENTS AND SPECIAL PROGRAMS

R7-2-301. Subject areas to be taught in the common schools

		Years Taught
A.	Prescribed subjects:	
1.	**Social studies**	
	Geography	1-8
	World history	1-8
	*Arizona history and Constitution	7-8
	*American history	7-8
	*Civics, United States Constitution	7-8
	*These are to be taught at least one year	
2.	**Language arts**	
	Handwriting	1-8
	Language	1-8
	Reading, including phonics	1-8
	Spelling	1-8
3.	Arithmetic	1-8
4.	Literature	6-8
5.	Health	1-8
6.	Science	1-8
7.	Music	1-8
8.	Visual arts	1-6
B.	Optional subjects:	
1.	Industrial arts	
2.	Consumer education and homemaking	
3.	Band	
4.	Chorus	
5.	Foreign language	
6.	Journalism	
7.	Physical education	
8.	Typing	
9.	Drama	
10.	Visual arts	7-8

C. Kindergarten subjects:

Each common school district having a kindergarten program shall include three subjects from the prescribed subjects lists. Reading, including phonics, shall be one of the three subjects.

D. Competency goals:

1. Each student shall attain at least a sixth-grade competency in reading, computation , and written communicative skills, as determined by the local district, prior to receiving the standard eighth-grade certificate of promotion.

2. Each student shall demonstrate an ability to read at the ninth-grade level of proficiency, as shall be established by the local district prior to graduation from high school.

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APPENDIX C

SAMPLE PARENTAL CONSENT FORM

SAMPLE PARENTAL CONSENT FORM

SCHOOL OR DISTRICT NAME
ADDRESS
CITY, ARIZONA ZIP

TO: Parents

FROM: Principal and Teachers

RE: Request for Authorization for Student's Participation in the Sex-Education Program or NAME OF ALTERNATIVE Program

This form is submitted to you after your receipt of written information about the Sex-Education Program to be held in your school. Also, you have received information about the Alternative Program (NAME of program). A parents' meeting was held, to which all parents were invited, to further assist you in your decision for your child.

We are now requesting that you make a family decision to place your child in a program.

****

TO: Principal

I request that _____
(Student's Name)

be placed in the YOUR SCHOOL NAME Sex-Education Program.

_____ _____
(Date) (Parent or Guardian Signature)

****

TO: Principal

I request that _____
(Student's Name)

be placed in the Alternative Program NAME OF PROGRAM.

_____ _____
(Date) (Parent or Guardian Signature)

****

NOTE: The Board of Trustees and staff are hopeful that all parents will make an affirmative decision for their child's placement based on the information that has been provided; however, it should be noted that, if no decision is made, the student will be placed in the Alternative Program.

APPENDIX D

SEX-EDUCATION RESOURCE MATERIALS

A SAMPLE FORMAT FOR COMPILING A SEX-EDUCATION BIBLIOGRAPHY

SEXUALITY EDUCATION MATERIAL IN THE PHOENIX PUBLIC LIBRARY

A Practical Guide

For Professionals and Parents:

Call Letters

375.612 AD59s	*Adler, B., The Sex Education Letters, Pinnacle Books, 1973.*
612.6 AN23h	*Anderson, W.J., How to Discuss Sex with Teenagers: A Handbook for Patents, Teachers and Counselors, Dennison, 1964.*
612.6 AR66y	*Arnstein, H.S., Your Growing Child and Sex: A Parent's Guide to the Sexual Development, Education, Attitudes and Behavior of the Child, from Infancy Through Adolescence, Bobb-Merrill, 1967.*
305.235 B327n	*Bauman & Lawrence, The Nine Most Troublesome Teenage Problems, Lyle Stuart, Inc., 1986.*
612.6 BR58f	*Bernstein, A., The Flight of the Stork, Delacorte, 1978.*
301.424 B74o	*Breasted, M., Oh! Sex Education!, Prager, 1970.*
612.6 B815g	*Brown, T.E., A Guide for Christian Sex Education of Youth, Association Press, 1968.*
375.612 B832s	*Bruess, C.E. & Greenberg, J., Sex Education: Theory and Practice, Wadsworth, 1981.*
301.424 Se91s	*Calderone, M.S., SIECUS Conference of Religion and Sexuality, Association Press, 1974.*
649.65 C12lt	*Calderone, M.S. Talking With Your Child About Sex: Questions and Answers for Children from Birth to Puberty, Ballantine Books, 1984.*
612.6 C437wy	*Child Association of America, Facts of Life for children: The Answers to Give When Your Child Asks About Sex, Meredith Press, 1968.*
176 SE91	*Child Safety Assn. of America, Sex Education and the New Morality: A Search for a Meaningful Social Ethic, Columbia University Press, 1967.*
649.65 W556	*Child Study Assn. of America, What to Tell Your Child About Sex, Scribner, 1983.*
306.7088 SE91	*Craft, A., & Craft, M., Sex Education and Counseling for Mentally Handicapped People, University Park Press, 1983.*
301.427 F669r	*Flowers, J.W., Raising Your Child To Be A Sexually Health Adult, Prentice Hall, Inc., 1982.*

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375.612 G934s — Gudridge, B., Sex Education in Schools: A Review of Current Policies and Programs, National School Public Relations Assn., 1969.

301.424 H126s — Haims, L.J., Sex Education and the Public Schools: A Multidimensional Study for 1970's, Lexington Books, 1973.

301.424 H146s — Hall, R.E., Sex: An Advanced Primer, Doubleday, 1974.

396 H2Y5u — Harrison, B.G., Unlearning the Lie: Sexism in School, Liveright, 1973.

612.6 H281w — Hatch, C., What You Should Know About Sex and Sexuality, Scholastic Books, 1969.

612.6 N213s — Hilu, V., Nais Institute on Sex Education, Harper & Row, 1967.

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375.612 H799s — Hottois, J. & Milner, N., The Sex-Education Controversy: A Study of Politics, Education and Morality, Lexington Books, 1975.

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301.424 K142s — Kappleman, M.M., Sex and the American Teenager, Crowell, 1977.

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301.424 K329l — Kempton, W., Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents, Institute for Family Research and Education, Syracuse, Illinois, 1975.

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612.6 W556 — Reik, T., What Shall I Tell My Child? The World Famous Scandinavian System of Sex Education, Crown, 1966.

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For Children

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FILMS/VIDEOS/FILMSTRIPS

Agency for Instructional Technology
Ms. Rhonda Richardson
Box A
Bloomington, Indiana 47402
(812) 339-0591 - home
(812) 457-4509 - office

Aims Instructional Media
Mr. Doug H. Kimlin
27442 Fairport Avenue
Canyon Country, California 91351
(818) 785-4111 - office

Channing L. Bete Co., Inc.
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Disney Educational Media
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Sandy, Utah 84070
(801) 571-1492 - home
(800) 423-2555 - office

Ebe Corporation
Mr. G. Lael Carter
1273 Foothill Circle
Salt Lake City, Utah 84108
(801) 582-1009 - home
(800) 582-1000 - office

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Mr. Jim Ganzer
1706 Palisades Drive
Pacific Palisades, California 90272
(213) 459-1065 - home
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Lincoln, Nebraska 68501
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Guidance Associates
Communications Park
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Mt. Kisco, New York 10549-0900
(800) 431-1242

International Film Bureau
Mr. Alex Kushner
1835 Vallejo Street, #407
San Francisco, California 94123
(415) 771-6798 - home
(312) 427-4545 - office

Journal Films/Perennial Education
Mr. Paul Slazinski
201 1st West
Sonoma, California 95476
(707) 938-3163 - office

McGraw-Hill Films
Ms. Lori Cruz
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Del Mar, California 92014
(619) 471-1062 - home
(800) 421-0833

Media Guild
Mr. Jim Sartorio
11722 Sorrento Valley Road, Suite E
San Diego, California 92121
(619) 755-6390 - home
(619) 755-9191 - office

Planned Parenthood of Central & North Arizona
Education Department/Library
5651 North Seventh Street
Phoenix, Arizona 85014
(602) 277-7526

Sunburst Communication
39 Washington Avenue
Room NG9
Pleasantville, New York 10570-9971
(800) 431-1934

ANATOMICAL MODELS

Denoyer-Geppert
5235 Ravenswood Avenue
Chicago, Illinois 60640
Telex 20-6256 DGINTL

Frey Scientific Company
905 Hickory Lane
Mansfield, Ohio 44905
(800) 255-FREY

HEI-Health Edco, Inc.
Post Office Box 21207
Waco, Texas 76702
(800) 433-2677

Hubbard
Post Office Box 104
Northbrook, Illinois 60062
(800) 323-8368

Schoolmaster Science
745 State Circle
Box 1941
Ann Arbor, Michigan 48106

STD/AIDS CURRICULUM RESOURCES

AIDS: What Young Adults Should Know: Student and Teacher's Guides
The Association for the Advancement of Health Education
1900 Association Drive
Preston, Virginia 22091

STD: A Guide for Today's Young Adults
American Alliance Publications
Post Office Box 704
Waldorph, Maryland 20601

AIDS: Learning for Life, An Age-Approach Curriculum Guide for High School Students
All Media Productions, Inc.
2939 Breton Road, S. E.
Grand Rapids, Michigan 49506

Teaching AIDS: A Resource Guide on Acquired Immune Deficiency Syndrome
Marcia Quackenbush and Pamela Sargent
Network Publications
1700 Mission Street, Suite 203
Post Office Box 1830
Santa Cruz, California 95061-1830

Facts and Information for TUSD Students and Parents on AIDS
Tucson Unified School District

Sexually Transmitted Diseases Teachers Guide
American Social Health Association
260 Sheridan Avenue
Palo Alto, California 94306

Educator's Guide to AIDS and Other STD's
Stephen R. Sroka, PhD., Inc.
Health Education Consultants
1284 Manor Park
Lakewood, Ohio 440107

Guidelines for STD Education
Department of Health and Human Services Public Health Service
Centers for Disease Control
Center for Prevention Services
Division of Sexually Transmitted Diseases
Training, Education and Consultation Section
Atlanta, Georgia 30333

Acquired Immunodeficiency Syndrome (AIDS)
Department of Health Services
150 Washington Street
Hartford, Connecticut 06106

PERSONAL SAFETY CURRICULUM RESOURCES

FILMS

Acquaintance Rape Prevention Series (four films, 16-mm color)

"The Party Game."	*Theme is assertiveness and clear communications.*
"The Date."	*Theme is sex role stereotyping and clarifying expectations.*
"Just One of the Boys".	*Theme is peer pressure and decision-making.*
"End of the Road".	*Models assertive behavior.*

All must be followed by carefully guided discussion. The series comes with a complete set of guides. Available from MTI Teleprograms, Inc., 108 Wilmot Road, Deerfield, Illinois 60015. Telephone 1-800-323-6301.

"Better Safe Than Sorry II." (1983, 16-mm, 14 minutes, kindergarten/primary grades/adults). *This film is designed to teach children to avoid situations of potential sexual abuse and what to do should the situation occur. The target audience is taught through repetition and visual aids. Available from Planned Parenthood of Central and Northern Arizona, 5651 North Seventh Street, Phoenix, Arizona 85014. Telephone (602) 265-2495.*

"Beyond Rape: Seeking an End to Sexual Abuse." *Interviews with victims and professionals on traumas of rape, incest, and molestation. Available from Washington Coalition of Sexual Assault Programs, 1063 S. Capital Way, #207, Olympia, Washington 98504.*

"Child Molestation: When to Say No." (16-mm, 13 minutes, color, grades 4-7) *Teacher must acknowledge over-dramatization and erroneous information. Available from AIDS Media, Inc., 626 Justin Avenue, Glendale, California 91201.*

"Don't Get Stuck There." *Interviews with teenagers who have been victims of physical, sexual, or emotional abuse. Good for initiating discussion on symptoms and effects of abuse and the need for getting help. Available from Communication Division, Boys Town Center, Boys Town, Nebraska 68010.*

"No More Secrets." (16-mm, 13 minutes, color, elementary/junior high) *Three types of sexual abuse described through discussions by children who are learning how to say "No" and to tell someone. Animation shows in a tasteful way what types of abuse can occur.*

"On Your Own." (16-mm, 17 minutes, color, "latch-key-kids"/elementary/preteen) *This film presents accurate and realistic information about how to spend time alone in a safe and positive way. The file is directed to young viewers and pays specific attention to predicting and handling common household situations. Recommends the viewers talk about their feelings and fears with their parents, teachers, and other trusted adults. Available from Planned Parenthood of Central and Northern Arizona, 5651 North Seventh Street, Phoenix, Arizona 85014. Telephone (602) 265-2495.*

VIDEOTAPES

"For Safety's Sake." (1986, VHS-VV, 40 minutes, elementary students) *This video is hosted by TV's Gary Coleman and covers all aspects of personal safety such as accident prevention, basic first-aid, fire safety, and rules about being home alone. Entertaining with comprehensive information geared to children. Available from Planned Parenthood of Central and Northern Arizona, 5651 North Seventh Street, Phoenix, Arizona 85014. Telephone (602) 265-2495.*

"Out of the Trap." (3/4" or 1/2", 40 minutes, color) *A plan for persons 11 through adult. Brideworks Theater, 113½ East Lincoln Avenue, Goshen, Indiana 46562. Telephone (219) 534-1085.*

"Personal Safety and Decision Making." (1/2" VHS or Beta, 13 minutes, color) *Committee for Children trigger videotape for use with Personal Safety and Decision Making curriculum. Committee for Children, 172 20th Avenue, Seattle, Washington 98122. Telephone (206) 322-5050.*

"Yes You Can Say No." (1/2" VHS or Beta, 17 minutes, color) *A docu-drama for grades 2-6. Available from Committee for Children, 172 20th Avenue, Seattle, Washington 98122. Telephone (206) 322-5050.*

FILMSTRIPS

"The Gentle Art of Saying No." *Three sound filmstrips describing assertiveness and providing opportunities for discussion and role play.*

"Teenage Sex: How to Set Limits." *Three sound filmstrips on (1) making decisions, (2) being assertive, and (3) communicating limits clearly.*

> *NOTE: Neither of these was designed for sexual abuse prevention, but each presents a good, clear explanation of the key concepts in prevention. Both available from Sunburst Communications, Room JT63, 39 Washington Avenue, Pleasantville, New York 10570.*

CURRICULUM MATERIALS

Personal Safety and Decision Making. *Lessons, activities, and background information for teachers on teaching prevention of sexual abuse and sexual exploitation in grades 7-9. Accompanying videotape available. Available from Committee for Children, 172 20th Avenue, Seattle, Washington 98122. Telephone (206) 322-5050.*

Sourcebook for Educators. *Teacher's guide and lesson plans with activities on sexual assault. Available from Pierce County Rape Relief, Allenmore Medical Center, Building B, Suite 2002, 9th & Union, Tacoma, Washington 98405.*

No Easy Answers. *A curriculum for adolescents on prevention of sexual abuse, and Touch Cards, large poster/cards depicting the Touch Continuum with lessons on the back. Both available from Illusion Theater, 528 Hennepin Avenue, #309, Minneapolis, Minnesota 55403.*

Assertion Skills for Young Women. *Available from National Female Advocacy Project, Post Office Box 12571, Salem, Oregon 97309.*

CURRICULUM MATERIALS (Continued)

Curriculum for Prevention of Child Sexual Abuse. *Available from Bridgework Theater, 113½ East Lincoln, Goshen, Indiana 46526.*

Self-Protection: A Curriculum for the Developmentally Disabled. *Level one kit for elementary ages 6-11; level two junior and senior high ages 12-19; adult. Available from C.H.E.F., 20832 Pacific Highway S., Seattle, Washington 98188. Telephone (206) 824-2907.*

BOOKS

Top Secret. *Written specifically for adolescents. Covers acquaintance rape, stranger rape, answers all kinds of questions. Available from King County Rape Relief, 305 South 43rd, Renton, Washington 98055.*

Street Survival. *Written for adolescents. Covers realities of street life and prostitution. Available from Committee for Children, 172 20th Avenue, Seattle, Washington 98122. Telephone (206) 322-5050.*

Acquaintance Rape. *Written for adults, but applicable to teens. Available from Alternative to Fear, 101 Nickerson, Suite 250A, Seattle, Washington 98109.*

Did You Hear What Happened to Andrea?. *by Gloria D. Milkowitz, Dell Paperbacks, 1979. A young teenage girl struggles to raise her self-image after she is raped and her world falls apart.*

Daddy's Girl. *by Christi Kissel and Elaine Tibbits, Parents Center, 530 Sorrel Avenue, Santa Cruz, California 95062. Girls describe how their fathers and stepfathers assaulted them. They explain what they've learned in therapy.*

APPENDIX E

SAMPLE QUESTIONS FOR EVALUATION OF A SEX-EDUCATION PROGRAM

SAMPLE QUESTIONS FOR EVALUATION OF A SEX-EDUCATION PROGRAM

The following questions are suggested for evaluation of sex-education programs. Although some of these questions could be used to evaluate any curriculum, the questions are particularly applicable to sex education.

1. ***Is the curriculum comprehensive?***

   a. *Is the curriculum designed for K through 8, and is it age appropriate?*

   b. *Does the curriculum address all aspects of human sexuality including the psychological, social, moral, and biological aspects?*

   c. *Does the curriculum address sexuality as a developmental process that occurs at all life ages and stages?*

   d. *Does the curriculum address major related societal problems including:*

      (1) *teen pregnancy and teen parenting;*
      (2) *sexual assault and abuse; and*
      (3) *sexually transmitted diseases?*

   e. *Does the curriculum address a spectrum of responsible behaviors including personal health, public health, interpersonal caring and respect, and good citizenship?*

   f. *Does the curriculum address:*

      (1) *self-esteem, responsible decision-making, and personal responsibility;*
      (2) *interpersonal relationships;*
      (3) *discouragement of adolescent sexual activity;*
      (4) *family life and skills required of a parent;*
      (5) *human sexuality;*
      (6) *reproduction;*
      (7) *contraception, including natural family planning;*
      (8) *prenatal development;*
      (9) *childbirth;*
      (10) *adoption;*
      (11) *available prenatal and postnatal support;*
      (12) *male responsibility;*
      (13) *sex sterotypes;*
      (14) *protective behavior;*
      (15) *sexually transmitted diseases including AIDS; and*
      (16) *sexual assault and abuse?*

2. ***Does the curriculum teach critical-thinking skills that enable students to make appropriate decisions?***

   a. *Does the curriculum assist young people in realizing they have a future and in understanding that an early pregnancy may hurt their chances of reaching their potential?*

   b. *Does the curriculum assist students in developing personal problem-solving strategies?*

c. *Does the curriculum provide the student with the skills and support necessary to pursue choices and options?*

d. *Does the curriculum provide the student with information about the availability of all services in the community?*

3. ***Is the curriculum free from bias?***

a. *Invisibility*

(1) *Are cultural/ethnic values taken into consideration?*
(2) *Does the curriculum fairly describe or represent the ethnic, national, and racial composition of the community?*
(3) *Do men and women receive equal attention; are men and women treated with equal value?*

b. *Stereotyping*

(1) *Is the curriculum free of assumptions attributing traditional or rigid roles to particular groups of people such as women vs. men, white vs. black, poor vs. affluent (e.g., "boys find it harder to control their sexual urges...")?*
(2) *Does the curriculum accept and encourage the uniqueness of the individual students?*
(3) *Is the curriculum free from models, pictures, and displays that reinforce stereotyped roles?*

c. *Imbalance/Selectivity*

(1) *Does the curriculum present more than one interpretation of an issue or situation?*
(2) *Does the curriculum provide students with knowledge of alternative viewpoints of an issue or situation?*
(3) *Does the curriculum provide students with knowledge and awareness of differing value systems?*

d. *Unreality*

(1) *Does the curriculum provide students with truthful and complete coverage of information needed to recognize and understand issues of reproductive health, sexuality, public health, family planning, and other aspects of family life/human growth and development?*
(2) *Does the curriculum provide sufficiently complete treatment of current societal problems to enable students to develop problem-solving skills for future challenges?*
(3) *Does the curriculum encourage teachers/educators to provide students with response opportunities, and to offer students informed feedback and interaction; and does such interaction affirm the existence and value of all members of society (as well as each student)?*

e. *Fragmentation/Isolation*

Does the curriculum place equal responsibility for behaviors and decision making on each sex?

f. Linguistic Bias

(1) Is the language of the curriculum gender-inclusive, avoiding such problems as the exclusive use of masculine labels and pronouns?

(2) Is the curriculum free of language that would alienate or offend a particular group of people (e.g., referring to females as 'girls' while referring to males as 'young men'; etc.)?

APPENDIX F

REFERENCES, ACKNOWLEDGEMENTS, SEAC MEMBERS

REFERENCES

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